

# **CORRECTIONAL LIEUTENANT**

## **WRITTEN EXAMINATION**

### **STUDY GUIDE**

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## **General Examination Information**

The promotional examination for Correctional Lieutenant will consist of a written test with two parts. Part 1 will contain multiple-choice questions. Part 2 will contain one or more essay questions. All of the test questions will be developed and approved by a test development committee of Correctional Lieutenants and/or Captains.

The written examination will be designed to test the following knowledge, skills and abilities, identified, through job analysis, as important for successful job performance as a Correctional Lieutenant:

- Knowledge of correctional methods and practices (security and control methods);
- Knowledge of correctional investigation procedures and techniques;
- Ability to manage incidents or emergency situations;
- Supervisory ability (knowledge of and ability to use appropriate techniques in training subordinates, in assigning and monitoring the work of subordinates, and in evaluating subordinates);
- Knowledge of professional standards and employee discipline procedures;
- Interpersonal skills;
- Written communication skills.

Many of the multiple-choice questions will be designed to test applicants' knowledge of important policies and procedures in the Administrative Directives Manual. In addition, the exam will include some multiple choice and/or essay questions that are designed to test applicants' ability to use their knowledge of the directives in handling job related problems and other generic factors such as supervisory ability, interpersonal skills and written communication skills.

The basic study materials for this examination are the following selected directives from the Administrative Directives Manual: 1.1, 1.5, 1.10, 1.13, 2.1, 2.2, 2.5, 2.6, 2.11, 2.13, 2.15, 2.17, 2.21, 2.22, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.12, 6.14, 7.1, 7.2, 7.3, 7.5, 7.8, 8.14, 9.3, 9.4, 9.5, 9.6, 9.9, 9.10, & 10.6 (The directives are available on the DOC web site.)

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Please note that this study guide is intended to provide you with some general guidance in preparing for and taking the Correctional Lieutenant's examination. It is not meant to provide absolute procedures that will apply to all situations and to all applicants. It is suggested that you read the information in this study guide carefully and incorporate it with test taking strategies that you have found to be successful in the past.

## PART 1. MULTIPLE-CHOICE QUESTIONS

A multiple-choice question is usually designed in one of three forms: (1) it states a question for you to answer, (2) it asks you to choose the correct answer from a list of statements, or (3) it asks you to complete an incomplete statement. For each question, several possible answer choices will be listed. You are to select the one choice that best answers the question, is most nearly correct or best completes the statement. Your score on the multiple-choice section of the examination will be based on the total number of questions that you answer correctly. Therefore, it is to your advantage to record an answer for every question, even if you are not sure which is the correct answer. However, be sure that you mark only one answer for each question; if you mark more than one answer, that question will be recorded as incorrect.

Listed below are six sample multiple-choice questions. Questions 1 - 4 are intended to test your knowledge of the Administrative Directives. The correct answer is indicated below the question by an asterisk (\*) as well as a reference to the applicable section of the Administrative Directives Manual. Questions 5 and 6 are designed to test more general knowledge areas that are important to successful performance as a Correctional Lieutenant.

1. When an inmate is placed on Restrictive Housing Status because he is found guilty of violating the Code of Penal Discipline, he would be put on what status?
  - A. Administrative Detention.
  - B. Administrative Segregation.
  - C. Transit Detention.
  - \* D. Punitive Segregation.[A.D. 9.4]
2. What mental health observation status would normally be most appropriate for an inmate who has been discovered in the act of attempting to commit suicide?
  - A. 15 minute watch.
  - B. 30 minute watch.
  - C. video (tv) monitoring.
  - \* D. one-on-one continuous observation.[A.D. 8.14]
3. An employee who is arrested while off duty must report this to an appropriate supervisor and submit related documentation no later than \_\_\_\_\_ after the arrest.
  - A. 12 hours
  - B. 24 hours
  - \* C. 48 hours
  - D. 72 hours[A.D. 2.17]

4. An investigator assigned to conduct an Administrative Investigation **must**:
- \*A. gather the relevant information needed to complete the investigation
  - B. have been a witness to the alleged incident under investigation.
  - C. recommend a specific level of discipline based on the results of the investigation.
  - D. tape record all interviews of relevant witnesses, without exception.
- [A.D. 1.10]
5. If a Correction Officer wishes to obtain accurate information while questioning an inmate, the Correction Officer should be careful to:
- A. encourage the inmate to ask questions.
  - B. explain to the inmate that all answers will be checked out.
  - \*C. phrase questions in an easily understandable and clear manner.
  - D. define and explain any words which are not understood by the inmate.
6. The **primary** obligation of a supervisor in any matter which may require disciplinary action is to:
- A. fulfill the obligation to the organization rather than to the subordinate.
  - \* B. investigate all points of view in an attempt to understand the case fully.
  - C. consult other subordinates concerning the case.
  - D. consult the supervisor's immediate superior before making any investigation.

## Tips on Answering Multiple-Choice Questions

- 1) Read the entire question carefully and try to answer it without referring to the answer choices. This way, you may be less confused than if you read the possible answer choices first. If the question does not seem to provide sufficient information about what is being asked, or if the question requires that you choose the answer that best completes a statement, read over the alternatives first to see what answers are offered and which can be eliminated.
- 2) Look for and circle any key words in the question that may help you select the correct answer from among the choices. Some common key words are: some, none, many, most, all, least, less, more, worst, poor, good, best, advantage, disadvantage, smallest, smaller, larger, largest, first, last, never, always, any, only, usually, seldom, frequently, generally, often, not, except, false and true.
- 3) Always read all of the possible answer alternatives carefully before jumping to the conclusion that a particular one must be the best.
- 4) Use the process of elimination if the correct answer does not immediately occur to you. Eliminate obviously wrong answers and narrow your choice to the ones that directly answer the question. Then select the answer that most exactly answers the question.
- 5) The following clues may help you select the correct answer:
  - a) Use key words in the question to eliminate obviously wrong answer choices.
  - b) Be alert to the presence of negative words in the question stem. Negative words (such as not, except, never, least place limitations on an answer and may make an answer choice incorrect.
  - c) Try not to read too much into the question. Avoid imagining detailed scenarios in which the answer *could* be true. In most cases, questions that appear to be "trick questions" are usually only tricky because they're not taken at face value. Determine the best answer using only the information supplied in the question, without making unwarranted assumptions. The correct answer is the one that works best for the situation described.
  - d) If more than one choice seems to answer the question correctly, see if one of the answer choices is "all of the above". Since there can only be one right answer, if two answers seem to be equally correct then the right answer may be "all of the above".
  - e) Be sure to choose an answer that is directly related to the question being asked. Do not select an answer choice even if it is a true or correct statement by itself, unless it specifically answers the question being asked.
  - f) Some multiple-choice questions ask how you would handle a situation that may happen on the job. Answer the question as if you were the employee responsible for handling the situation. Use your judgment when choosing the answer that you feel would work best on the job.
  - g) The correct answer is the choice that contains the most exact or most complete information in response to the question. Some answer choices may be correct or true in part, but less exact or less complete than the "best" choice. An answer choice that is only partially correct, partially true or true only under certain conditions should be considered an incorrect choice.

- 6) Don't be influenced by the length of the answer choices. The longest answer is not necessarily the correct one.
- 7) Don't select an answer choice just because it includes technical language. Answer choices using technical terminology may be included in order to see whether you know the difference between what "looks right" and what "is right".
- 8) Don't skip around. Skipping around the exam wastes time since you will have to spend time searching for the skipped questions later. A better approach is to try your best to answer each question in order. If you cannot decide on an answer to a question in a minute or two, mark the answer you believe to be the most correct on your answer sheet, place a question mark next to the question in the Test Booklet, and go on to the next question. You can come back to these questions later if you have time.
- 9) Generally, first answer choices are more often correct than not. There is evidence to suggest that test-takers more frequently change right answers to wrong ones than wrong answers to right ones. Don't race through the questions. If you take time to think through each question, your initial answer will usually be the correct one. Although there are always exceptions to this rule, the best approach is to carefully answer each question the *first* time you go through the exam and change only those answers that are clearly incorrect if you have time later.
- 10) Don't let more difficult questions affect your attitude and steal valuable time. Don't linger over questions you cannot answer. If you cannot decide on an answer choice, make your best guess and move on. However, if you must guess, try to eliminate as many clearly wrong choices as you can in order to make your guess from as few alternatives as possible. If there are four answer choices from which to choose, your chances of guessing the correct answer are one in four, or 25%. If you can eliminate even one answer choice, your chances of guessing correctly rise to one in three, or 33%. Elimination of additional answer choices further increases your chances of guessing the correct answer.
- 11) Rely on your knowledge and don't look for patterns. Choosing answer "C" for 3 questions in succession is not a good reason to avoid answer "C" for the next question. It is best to trust only your knowledge in answering the questions.

## **PART 2. ESSAY QUESTIONS**

There are two types of essay questions that may be included in the examination, the Content Essay and the Writing Exercise.

### **Content Essays**

In a content essay question you are given a brief description of a situation or issue that a newly promoted Correctional Lieutenant might be expected to encounter or handle when starting in his/her new job. You may also be given some simulated work documents and asked to answer one or more questions concerning the problem situation or issue that is presented. The specific essay question may ask you to respond to one or more of the following: (1) list the important problems or issues that you would need to consider or investigate concerning the situation described, (2) list the problems or mistakes you find in the simulated work documents and/or the actions you would take in response to the documents, (3) describe the steps you would take to properly handle the situation or issue. Most content essay questions are graded solely on the content of the response (the amount of correct and complete information provided in the answer). The instructions for these questions will tell you that answers should be in list bullet or outline form, rather than in narrative form.

Content essay questions are evaluated by panels of subject matter experts using a scoring sheet that includes all of the possible correct responses to each question. After all panel members have read an applicant's essay answer, they individually award credit for every correct response by checking off the matching statements on the scoring sheet. Panel members then share their scoring for each applicant. If there are discrepancies, panel members are required to review and discuss the applicant's essay response in order to resolve any discrepancies in the amount of points awarded. For this type of essay question, the reviewers do not make an overall rating of an applicant's written response. Instead, after carefully reading the responses, their task is to determine whether or not specific credited answers are present. Therefore, an applicant's score on this type of essay question is based directly and solely on the content in the response to the question. An applicant's final score on a content question is based on the amount of correct information provided in the response. Depending on the question, there may be cases where the order of the information included in the response is also critical to the scoring of the question. The inclusion of incorrect information can lower the final score.

The following is an example of a content essay question:

Assume that you are a Correctional Lieutenant working as the Shift Supervisor. After roll call, Officer Peters reports to you and states that he suspects that Officer Tate is intoxicated. Officer Peters tells you that he had a brief conversation with Officer Tate when they walked in from roll call, and that during that conversation he noticed a strong odor of alcohol on Officer Tate's breath. He said that when he asked Officer Tate if he had been drinking, Officer Tate responded with "Well, I only had one beer, but you know how it is. I needed one to get me going this morning." Officer Peters also states that Officer Tate was walking erratically and his speech was slurred. What steps or actions would you then take (including immediate and follow-up actions, and paperwork) as the supervisor on duty to properly handle this situation?

Write your responses on the three pages provided for this question in the ESSAY ANSWER BOOKLET. (Your answers should be in list, bullet or outline form, rather than narrative form.)

The following answer is an example of a good response to this question. This answer includes a response to each of the three parts of the question: (1) the immediate actions that you would take, (2) the follow-up actions that you would take, and (3) the paperwork that you would complete. (Note: This answer is not intended to be the "best possible answer" to this question; this answer is provided to illustrate how to approach answering a content essay question. While the example answer includes the important actions that must be taken, there may be additional significant actions that could also be listed.)

Immediate Actions:

- Ask Officer Peters to submit an incident report (Page 1)
- Have Officer Tate report to your (Shift Supervisor's) office with union representation
- Ask Officer Tate if he has been drinking alcohol
- Observe Officer Tate's physical appearance
- Observe Officer Tate's behavior
- Give Officer Tate a copy of A.D. 2.17 Employee Conduct
- After (if) determine that Officer Tate could not perform his job duties, relieve him of duty
- Instruct Officer Tate to contact the Warden's Office on the next business day prior to reporting to roll call
- Have photos taken of Officer Tate
- Notify the Shift Commander or Duty Officer

Follow-Up Actions:

- Have Officer Tate checked by medical (for further documentation of his appearance and behavior)
- Have Officer Tate submit a supplemental incident report (Page 3)
- Arrange to have someone else drive Officer Tate home (call family member to pick him up; have a staff member drive him home; etc.)
- Check for other staff who witnessed Officer Tate's behavior (check roster to determine who was present at roll call) and ask them to submit supplemental incident reports
- Obtain Medical Incident Report
- Offer Officer Tate EAP
- Prepare paperwork on incident
- Forward paperwork package to chain of command



Paperwork:

- *Page 1 Incident Report (from Officer Peters)*
- *Supplemental Incident Report (Page 3) from Officer Tate*
- *Supplemental Incident Reports from other witnesses*
- *Medical Incident Report*
- *Supervisor's Summary (Page 2)*
- *Photos of Officer Tate*

**Writing Exercise**

Another type of essay question that is frequently used in written examinations is a writing exercise. In this type of essay question, you will usually be given a brief description of some situation or issue, and some simulated correspondence to which a recently promoted Correctional Lieutenant would be expected to respond. You may be asked to write a response letter or to prepare a brief summary or narrative. On this type of essay question, applicants are usually graded only on their written communication skills and not directly on the content of the letter or summary. Responses are evaluated by a panel of subject matter experts who individually read and rate the response on two written communication categories: (a) Mechanics, which includes the use of proper English sentence structure, paragraph formation, grammar and punctuation; and (b) Organization, which includes clarity of expression and use of logical organization. Panel members evaluate applicants' responses only on these two areas. The instructions for a Writing Exercise will clearly detail what form your response should be in and what dimensions your response will be graded on.

The following is an example of a writing exercise essay:

Assume that you are a newly appointed Correctional Lieutenant. A new Warden has been appointed to your facility and she is concerned about poor morale among the officers within the facility. The Warden has asked all supervisors for suggestions and ideas to improve the morale of the officers. Your task: Write a letter to the Warden outlining the problems that you feel may be contributing to the morale problem in the facility and suggesting some ideas and activities that could improve the morale among the officers.

Write your letter on the two pages provided for this exercise in the ESSAY ANSWER BOOKLET. (Your response to this exercise should be written in the form of a standard business letter.)

Please Note: Your letter will **not** be evaluated on the basis of your knowledge of correctional policies or programs. Your letter will be evaluated **only** on the basis of (a) your use of proper English sentence/paragraph formation, grammar and punctuation; and (b) your clarity of expression and use of logical organization.

The following letter is an example of a good response to this question. Note that this answer addresses both parts of the question: (1) identification of problems that may be contributing to the low morale in the facility, and (2) providing suggestions of what could be done to improve the situation. In addition, this response is clear and well organized and contains proper paragraph formation, sentence structure, grammar and punctuation.

*Today's Date*

*Warden Jane Doe  
This Correctional Facility*

*Dear Warden Doe:*

*I am writing in response to your inquiry about low morale among the officers. Although I have just recently been promoted to Lieutenant and assigned to this facility, I have also noticed the low morale among the officers and will suggest to you a few things that could be addressed.*

*I feel that much of the poor morale among officers within this facility is caused by a lack of a sense of unity between new junior officers and senior officers. I believe that this could be improved if off duty activities were arranged so that officers and their families could get to know each other better. Why not have summer barbeques on the facility grounds? Activities such as basketball and softball would allow officers to build a more personal bond and work as a team outside the facility, and hopefully work better as a team inside the facility.*

*I have noticed that shift assignments have often not been assigned by seniority. This has created some problems with some senior officers waiting to transfer to the day watch. If shift assignments could be made more according to seniority I am confident that there would be an increase in morale among the senior officers within the facility.*

*An expansion of employee recognition may also be useful. We currently have an Employee of the Quarter in place. I feel we need to increase employee recognition to recognize an Employee of the Month. Also, why not have more of the MVP cards issued for a job well done? This would get more of our outstanding employees recognized.*

*I would like to welcome you to This Facility and thank you for your concern about the low morale among the officers. If you have any questions regarding these ideas, please do not hesitate to contact me.*

*Respectfully*

## Tips on Answering Essay Questions

- 1) Quickly read through the essay question(s) to evaluate their difficulty. Make short notes of any pertinent ideas that occur to you as you read them but don't spend a lot of time writing at this point. It is more important for you to first determine the amount of time you will spend on each question based on its difficulty and value. This will help you avoid spending too much time on any one question, especially those that have a low point value.
- 2) Start with the easiest question. Beginning to work by choosing something you can handle is the best way to reduce test anxiety.
- 3) Answer the questions that are worth the most points first. If you begin to run out of time and have to rush through your answer, it would be best if the question is not worth too much.
- 4) Concentrate on answering one question at a time. Even though you may feel that you should tackle the most difficult questions first, you should avoid doing so. Often, a test-taker who answers the more difficult questions first will not leave enough time to completely answer questions that would easily have earned points. If you encounter a question that you think you cannot answer, leave it for last. By the time you get back to it you may have come up with some ideas.
- 5) Read each essay question and any instructions carefully and completely. Look for specific detailed directions on how to proceed. As you read the instructions for a question, underline or circle key words that identify exactly what information you are to provide in your answer and the format in which you are required to present your response. Also write down any thoughts, words or ideas that immediately come to mind that may help you address the subject of the essay and help you organize your answer.
- 6) Some key verbs that are commonly found in essay exam instructions and are used to identify the format in which you should respond are listed below:
  - a) Compare - emphasize similarities but also present differences
  - b) Contrast - give differences only
  - c) Evaluate or Critique - give your opinion of both the values and limitations of the situation supported by evidence
  - d) Define – provide meaning or purpose but with no details
  - e) Discuss – present detailed reasons, both pro and con
  - f) Explain - give reasons for happenings or situations
  - g) Identify - list and describe
  - h) Summarize - give main points from beginning to end of event
  - i) Solve - come up with a solution based on given facts or your knowledge
- 7) Before you start writing, identify the pieces of information you want to include in your answer and the order in which you will present it. Review the key words and any notes you have made specifically addressing the information asked for in the question. Prepare a brief, logical outline of your response to insure that it is well organized and that you have not carelessly overlooked any important points. This need not be a detailed outline but simply a list of words or phrases which will help to remind you of the important points you want to include in your answer. Space will be provided in the Test Booklet for you to use as scratch paper.

- 8) Be detailed, but concise. Provide all of the information requested in the specific question. Don't assume that the graders will be familiar with any technical jargon you may use at work or how you perform the duties and responsibilities of your job. Explain your answer as you would to someone who does not know anything about the subject matter. Answer each question thoroughly, concentrating details on the specifics asked in the question, but without going off into irrelevant topics or providing an excess of unnecessary detail.
- 9) Don't ignore any part of a question. Pay careful attention to questions that have more than one part for you to address. Respond to each of the parts separately in your answer.
- 10) Don't skip over an important point or step because you assume that the graders must already know it. In order for the graders to give you credit for knowledge of the subject, you must thoroughly present and explain it in your answer. Many candidates lose points by giving short or incomplete answers. Most essay questions that present a problem for you to solve or a situation for you to handle will require that you address several steps in the solution. It is your task to provide enough sufficient and relevant information to convince the raters to determine that you are qualified to perform the job.
- 11) If the question poses a problem you must solve, analyze the problem thoroughly. Clearly explain how you would investigate the problem and how and why you came to the conclusions you reached. Describe the things you considered and how this led to your conclusions. Describe and explain what you would do, why you would do it, and what results you would expect.
- 12) Watch for special words or phrases that give you information about the situation and your role in it. For example: "You are a new supervisor..."; "Your supervisor is gone for today and you are in charge..."; "What would be most important for you to do first..."; etc. Use this information to identify the level of authority you would have in the situation and what you think you would be expected to do.
- 13) List all relevant answers in a logical order and do not duplicate answers. You should not include irrelevant, incorrect or inaccurate information. Points will be deducted for listing inappropriate actions or incorrect information in your response.
- 14) If you are responding to a Writing Exercise, make certain you write your response in the format required. Most applicants find it beneficial to draft their response first on scratch paper or to at least make a very detailed outline before writing their final response. Make certain your response is clear and well organized. Good paragraph and sentence structure as well as proper English grammar, punctuation and spelling are critical.
- 15) Make certain your final responses are written on the appropriate pages in the Essay Answer Booklet. If you use the scratch pages in the Test Booklet to make notes or to outline your responses, make certain you leave yourself enough time to write your complete responses in the Essay Answer Booklet. The information you write in the Test Booklet will not be graded.
- 16) Write your answers legibly. If you can do so, print your answers so that they can be read easily and clearly understood by the graders.

## **General Tips for Making the Best Use of Examination Time**

1. The test instructions will tell you how much time you will have to complete the entire examination (including Part 1 and Part 2). The exam outline, also included in the Test Booklet, will state the point value of each question since some questions will be worth more than others. Although every effort is made to ensure that applicants have sufficient time to read, absorb and answer each question, it is important for you to keep track of the time so that you will complete the entire exam within the allotted time.
2. As a guide, you should allow yourself about 1.5 minutes to read and answer each multiple-choice question and about 30 to 40 minutes to answer each essay question. Monitor your time in order to ensure that you will be able to answer all of the questions.
3. If you find that you are taking too much time on the multiple-choice questions, try to read and answer the questions a little more quickly. Try not to spend too much time on difficult questions. Instead, choose what you think is the best answer as quickly as you can, and come back to the question later if you have time. (You can write in the Test Booklet, so indicate which questions you want to return to if you have extra time remaining when you complete the test.) If you skip a question, be sure that you also skip the corresponding number on the answer sheet. Check often to be sure that you have not lost your place and that you are marking the correct answer bubble on your answer sheet.
4. If you find that you are taking too much time answering the essay questions, try to spend less time on the questions that have a lower point value. (Be sure to note which questions are worth more toward your final score and plan to spend more time on the questions that have a higher point value.) Remember if you draft or outline your response to an essay question on the scratch paper in the Test Booklet, you will need to leave yourself time to write and finalize your response in the Essay Answer Booklet.
5. Leave yourself a few minutes at the end to go over your paperwork. Make sure you have answered all of the questions and that your responses are clearly marked.

## GENERAL TIPS ON TAKING THE WRITTEN TEST

- 1) It is important to use common sense when facing a written test. Get plenty of sleep the night before. Leave yourself plenty of time to get to the test just in case there is traffic or you have car problems.
- 2) Arrive at the testing location early enough so that you can (try to) get relaxed before the start of the test. But don't arrive so early that you have time to become anxious.
- 3) **You must take the written test at the test site indicated in your scheduling letter. If you arrive late, up to 30 minutes after the starting time, you will be allowed to take the written test, but you will not be given additional time. There will be no make-up examinations except in very rare situations, where an applicant has a legitimate reason for not attending the regularly scheduled examination such as active military duty, serious illness or injury to the applicant, death in the immediate family, accident the day of the exam, or an out-of-state vacation scheduled prior to the posting date of the examination. Documentation will be required (e.g., military orders, medical certification, police report, airline tickets) prior to the date of the exam, except in critical situations occurring the day of the exam. For those critical situations occurring the day of the exam, documentation will be required by close of business the first business day following the exam. DAS has final authority to approve or deny all make-up requests.**
- 4) Read or listen carefully to all directions. If you don't understand the directions, ask for clarification.
- 5) Pay close attention to any directions concerning how much time you will have to answer the questions.
- 6) **Leave cell phones and other devices as listed at home or in your car. You are not permitted to bring cellular phones, electronic paging devices, calculators, watches with memory capability, Blackberry devices, iPads/iPods/MP-3 players, recording or filming devices, radios, computers, or other mechanical and electronic devices, tobacco or weapons into the examination room. Books, manuals, notes, pads, envelopes, folders, purses, briefcases, backpacks, hats, sunglasses or food/drinks are not permitted in the examination room. Leave these items at home or locked in your car.**
- 7) Bring two sharpened No. 2 pencils (with erasers) and two blue pens to the written test. (Some candidates have found that it is helpful to bring a highlighter to the written test. This is permitted.)
- 8) **Bring your scheduling letter and current photo ID with signature to the written test.**
- 9) Smoking is not permitted in the examination room or in any other area of the building.
- 10) Dress comfortably but appropriately for the written test. There is no formal dress code, but causal or business casual is recommended. These tests are conducted in State buildings – please dress appropriately.

## **Conclusions**

Keep in mind that the Department of Administrative Services wants you to succeed when taking state examinations. We do not utilize “trick” questions, tolerate biased grading or develop examinations that favor a particular racial, ethnic or gender group.

The intent of our examinations is to identify the best qualified candidates for state positions based on the knowledge, skills and abilities necessary to perform the duties of the job. If you have diligently prepared for this examination by studying the recommended materials, you should easily be able to obtain a passing score.

Best of luck!